

ABSTRACT

DISSERTATION: Constructing a Teaching Body Through Autoethnography

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This dissertation explores some of the ways the bodies of faculty members function in built educational environments. Faculty bodies have been typically rendered invisible in the built educational environment, but the bodies of educators are not only present, but they actually serve pedagogical purpose. Using autoethnography to learn more about the subpopulation of faculty members and how their bodies function in the classroom, I interviewed 12 participants and found that bodies are not only present and active in the classroom, performing and modeling for the students, but that they also carry social constructs with them into the classroom and this all interacts with the students, physical space, and academic discipline to contribute to a classroom narrative.